Principal's message

Elizabeth Macarthur High School is proud to be an excellent provider of public education in South Western Sydney.

Our school is a comprehensive high school serving the Narellan area and has excellent relationships with its feeder primary school Narellan Vale public School, Narellan Public School and Harrington Park Public school.

A selective stream was announced in June this year commencing enrolment 2010. We will be able to spend the next 18 months in preparation for this initiative. Selective class positions are offered to students identified through the selective high schools test and local students will always be offered places at their local school.

We are one of four schools in SWSR have been nominated to receive selective students from the 2010 school year this is an outstanding opportunity to form a learning community with these school as we strive to improve the learning outcomes for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ms Justina Barnier

Students

Elizabeth Macarthur High School is a co-educational comprehensive high school located in Macarthur District of the Macarthur School Education Group. It will be partially selective from 2010. The school has 800 students with a variety of welfare and educational programs designed to produce students who are fully equipped to take their place in our increasingly diverse community and society. The school has a strong focus on healthy lifestyle through “Eat it, Work it, Move it” which is a ground breaking program developed by the staff of the school in consultation with the local medical practitioners.

Staff

The 58 staff of Elizabeth Macarthur are mainly well established, experienced teachers with long term expertise in public education, who are committed to academic excellence and welfare of the student as a whole.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

“Eat it, Work it, Move it” is a highly regarded healthy lifestyle program that is fully supported in all KLA’s across the school. The program is a partnership with the Macarthur Division of the General Practitioners’ and has resulted in significant improvements in student and staff wellbeing through nutrition and physical activity. Elizabeth Macarthur High School and the program continued to be featured in the media in addition to being showcased at the Australian General Practice Network- National Conference in Darwin. Participation in all major carnivals is now linked to assessment in PDHPE curriculum and has resulted in a new culture of participation and celebration of living a healthy and active lifestyle.

Establishment of a whole school literacy plan. Our school conducted thorough preparation for our students and staff to engage in the NAPLAN including practise tests. The data was analysed and led to creation of a whole school literacy plan for 2009.

Established the high achievers class. This initiative is to cater to our most able students to offer the opportunity to work worth other talented students to immerse them selves in thinking skills and independent projects.

Special support mechanism for students at risk. This initiative supports students who are at risk of losing their School Certificate or the Higher School Certificate using a database to record student default on assessment tasks. These students are then able to and negotiate a contract to finish their work thus retrieving the credential for which they are striving.

Anti bullying program. The anti bullying program was launched in 2008 and included outside agencies such as Trackside and Burnside to support young people to deal with bullying and bullies. It encouraged students to evaluate their own relationships in light of this training.

Student achievement in 2008

Literacy – NAPLAN Year 7

This is the first year we have administered NAPLAN. It is very encouraging to see that over 90% of our students are proficient in Literacy.

Numeracy – NAPLAN Year 7

Year 7 numeracy results were encouraging and showed that our students are proficient in numeracy and have gained results in excess of like school groups in most bands.

Literacy – NAPLAN Year 9

The year 9 literacy valued added showed that many students had exceeded state average growth.

Numeracy – NAPLAN Year 9

The year 9 numeracy results showed that the majority of students had exceeded state average
growth with some numeracy growth exceeded 200%.

**School Certificate**

In most School Certificate subjects, students in bands 1-4 exceeded state average and like school averages and showed improved growth.

**Higher School Certificate**

Biology, Business Studies, Standard English, French beginners and General Mathematics had improved results on last year and performed better than like schools.

**Parent and Citizens Association**

The P & C meetings are now held on the third Monday of each month (except School & Public Holidays) in the Teachers Common Room. We always welcome new parents and enjoy the discussions they bring to any forum being discussed on that night.

Unlike Primary School P & C, we do not fundraise. The majority of our funding has been achieved through our school canteen. We have three wonderful ladies who last year introduced the "healthy canteen" in conjunction with our Work it Eat it Move it Program. Though last year's canteen menu was a work in progress, this year the ladies have been able to accommodate all students in providing a nutritionally healthy menu both filling and delicious. The canteen is always on the look out for helpers whether it be 1 hour or a whole day, any help is better than no help.

Next year we were lucky enough to be granted from the Department of Education the status of Selective School. This will undoubtedly bring Elizabeth Macarthur High School to another level in teaching and provide those students that are talented chance to be schooled closer to home rather than either board or travel great distances to the schooling they so need.

I was pleased to attend the end of year assembly and present our future scholars a certificate and welcome to our school. We have great talent within the Macarthur region and the P & C is only too happy to provide scholarships to the lucky 5 students each year. Although 2008 we had difficulty in choosing between 2 talented students we decided to accept 5 scholars instead of 4.

We are fortunate this year to have students from the Agriculture Team provide us with a presentation of all the hard work and effort they put into the daily care of these animals we have on the Elizabeth Macarthur site. I am so proud of the love shown towards the animals and the dedication they all put in, both in and out of school hours and terms. At a recent meeting it was discussed whether the P & C would be able to purchase a trailer on behalf of the Ag Team as it was a much needed item, and as far as I can remember we have never had a request for any help from the young students, so it was not a hard decision as part of a group to start this motion. As at the end of 2008 quotes were being sourced and the discussion would be bought back in 2009.

I have been attending the meetings for P & C for a period of 5 years and have made many new friends and have been able to get to know the teachers on a more personal level, which is sometimes harder to do over the phone or with a 15 minute meeting.

The school’s future is certainly looking very bright and with the preparation of Selective Stream for 2010 it is going to be a very exciting 2009. Good luck!

Trina Murray President

**Student representative's message**

One of the main roles of the SRC is to encourage our students to become leaders of, not only of the school, but also in the greater community. To support this, the SRC regularly sends three representatives to attend the Inter School Group Meetings, which are held at various schools in our district. These meetings give SRC members from all schools in the district the opportunity to get together and discuss the projects they have been working on, develop networks for support and to participate in team building activities. Following on from these meetings our students return with great ideas and enthusiasm for the betterment of themselves and their school.

Throughout the year the SRC has continued to fundraise to support our chosen charities such as Jeans for Genes, Colour for a Cure and our World Vision sponsored child. We continue to try to raise money for these charities and for the school with new and innovative ideas such as Recycling old Mobile Phones, Steak Sizzle (healthier alternative), Crazy Hair Day, Discount Cards and Valentines Day Roses.

The Students Representative Council of 2008 have been committed and valued members of our school community in both attitude and leadership.

Lyn Robilliard SRC Coordinator

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

At the beginning of 2008 the school had an enrolment of 772 students comprising 397 male and 375 female students.
The school's numbers have stabilised over the past two years and in future years the development of residential land to the south of the school collectively known as Spring Farm and the Elderslie infill is estimated to increase enrolments. By 2010 our selective stream will guarantee up to 60 enrolments each year, so our numbers are likely to increase.

Of the total enrolments, 21% are from non-English speaking backgrounds representing 50 language groups.

Overall, the school’s total enrolment remains relatively stable during each year. Twelve percent of students leave during the year, mainly Year 11 students who do so as they have found employment. This is offset by a gain of seven percent as new students enrol in Years 7-10.

### Student Enrolment

<table>
<thead>
<tr>
<th>Male</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>464</td>
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<tr>
<td>Female</td>
<td>478</td>
<td>444</td>
<td>395</td>
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### Student attendance profile

#### Years 7 to 10 Attendance

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<tr>
<td>Region</td>
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<td>90.8</td>
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<tr>
<td>State</td>
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#### Years 11 and 12 Attendance

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<td>90.4</td>
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</tr>
<tr>
<td>Region</td>
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<td>89.9</td>
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<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>

### Retention to Year 12

### Post-school destinations

There were 143 students in Years 11 and 12 at the commencement of the 2008 school year. As they year progressed a total of 32 students left the school. A further 91 students left after completing the HSC. The destinations of 2008 HSC students were: full-time university 5%; full-time employment 55%; part-time/casual work 18%; full-time TAFE 5%; apprenticeship 6%; traineeship 5% part-time TAFE plus work 5%; looking for work 3%; private training provider 1%.

### Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff establishment

2008 saw our school staffing establish made up of experienced teachers and an increasing number of new scheme teachers. Over half our staff still have more than 10 years experience. This is balanced by 5 teachers in their first 3 years of teaching.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>46</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>62.6</td>
</tr>
</tbody>
</table>

### Staff retention
Three staff were merit selected and promoted to Head Teacher positions in other schools which affected out staff retention. We also bade farewell to our longstanding Head Teacher Science who retired after 37 years of teaching in public education.

Staff attendance
Staff have access to leave entitlements such as sick leave and long service leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 97.1%. The staff attendance is determined by subtracting the number of short-term unplanned days absent from the total available teaching days.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools. All staff have postgraduate qualifications in teaching and many staff delivering voc ed courses have additional TAFE qualifications.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the parent body. The school canteen is run by the P and C and allocates generous amounts of funds to our school budget. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

Visual Arts:
The Digital Photography Team took photographs at the school swimming carnival and athletics carnival using both Digital SLR cameras and 'point and shoot' cameras. The team also took photojournalistic photographs at Transition Days held for the local primary schools.

The Visual Arts ICT Lab is successfully enhancing the teaching practice of the Visual Arts Faculty. The ICT Lab has allowed staff to concentrate on their Professional Development in the area of ICT including programs such as Adobe ImageReady, PhotoShop, MovieMaker and Publisher. This lab supports the technology/ICT outcomes within the Visual Arts syllabuses (7-12) and adds...
significance and relevance to students’ learning. Our students are engaged and excited about the opportunities that technology brings to their art experiences.

Year 10 Visual Arts students exhibited their Bodies of Works based on the theme ‘Urban Decay.’ The works were exhibited at the Margot Hardy Gallery, University of Western Sydney (Bankstown Campus) for a number of weeks. Parents and students attended a formal opening of the exhibition where students had the opportunity to discuss their works with viewers and the curator. The works were available to the university students and general public to view while on exhibition and were promoted in the community via website, radio and print media.

The HSC students exhibited their Body of Works to the school community. Students presented artist statements which discussed their artistic intentions and concepts.

Emma Harrison and Lauren MacKellar participated in a two day Hot House workshop at the Campbelltown Arts Centre. This gave the students the opportunity to learn artistic techniques and skills directly from practising artists. The works were on display at the formal opening which was open to both parents and the general public.

Brianne Brogden in Year 11 also exhibited her photographic work in travelling Operation Art. The works was exhibited at the Art Gallery of New South Wales before travelling throughout regional areas of the state.

Students regularly exhibited their artworks as a result of the faculty policy to engage students through highlighting and promoting success and validating student work through presenting it to an audience. As a result, student work was featured in Operation Art, Nagoya International Art Exhibition (Japan) and the local newspapers. The front cover of the school newsletter (Mac Chat), was a constant and reliable source for students to show case their work, either on the front cover, or within a Faculty Gallery page within the newsletter. Our school foyer exhibits Visual Arts works and photographs school foyer and the school website.

Performing Arts:

Dance:

40 students from Year 9 and 10 performed at the Sydney South-West Dance Festival at Bankstown in June.

Regular Dance and Drama performances were held each term to showcase the performance skills and achievements of our Performing Arts students. These performances on assemblies and during performance nights also served to build a performance expectation in students and develop the whole school as an audience.

Students from Years 9, 10, 11 and 12 performed in the School Spectacular held at the Sydney Entertainment Centre.

Drama

Alyssa Bevan and Emily Haines attended the Regional Drama Camp. This was an exciting opportunity which allowed students to refine skills learnt in their Drama elective course.

Year 10, 11, 12 Drama students performed at the school’s Performing Arts Night, Anzac Day ceremony and numerous school assemblies to showcase their talent, skills and latest tasks.

Year 12 Drama enjoyed excursions to view the plays Summer of the 17th Doll, The Removalist which they have been studying for their written HSC Examination. The students also thoroughly enjoyed attending ‘On Stage,’ which is a showcase of the outstanding performances of previous HSC Drama students. Year 10 and 11 Drama students were thrilled to watched the HSC Drama performances performed by students of our school.

Year 12 Drama students also worked collaboratively with Campbelltown Performing Arts High School throughout the development of their Drama performances. This allowed Miss. M Gentili to co-teach with other Drama teachers, and the students an opportunity to view other dramatic styles and compositions.

Music:

A number of music students have been regularly attending weekly guitar lessons at the school held by Mrs. Leanne Newham. The students have been learning basic chords, or perfecting their skills to perform both inside and outside the school environment.

Sport

Since its establishment, this school has followed a program of integrated sport. While we do not participate in the weekly interschool competition between the other schools in the Macarthur Zone, we do compete in the zone Swimming, Cross Country and Athletics carnivals.

Highlights for the year included the following:

Elizabeth Macarthur High School has continued its partnership with the Macarthur Division of General Practice to further embed the Eat it, Work it, Move it Program in the Sporting, Physical Activity and Nutritional Education of the students. This program achieved significant increases in the number of male and female students participating in sport both in and outside of school.

Attendance at the 3 major carnivals was compulsory and participation in events increased substantially. As a result, the school had a record number of students represent the zone and region in representative teams and events. Female
participation in swimming was especially pleasing. The school placed in the top 3 at all zone carnivals.

At the end of the year, the Sports Achiever of the Year Dinner was continued to recognise sporting achievements of students both in and outside of school. Pleasingly, the change continued to highlight student’s success in sporting events. These included Royce McIntyre, a National Powerboat racing champion and Daniel Liston, who represented NSW at the National Championships.

Before school training programs for swimming and cross country continued to operate under the supervision of PDHPE staff and attracted 30 and 75 students per session respectively.

Alex Stronach, a Year 12 student, was awarded the Pierre de Coubertin Award. This award acknowledges excellence in sport. She has successfully represented the school in a variety of sports including swimming and soccer at CHS level.

M.Long

Debating and public Speaking

2008 saw a number of debates take place between classes within the school as well as between schools. Interest has grown in debating especially in Years 7 and 9 and students’ comments suggested continued interest in debating in 2009.

Years 7,9,10 and 11 participated. There were two year 7 debating teams, one of which made it to round two. Travis Gibson, Shindanai Moor, Brandon and Jordan Abou-Ghadia, Jake Very, Sarah Ratcliff and Christopher Shakeel were keen participants, many taking part in debating for the very first time.

The Year 10 debating team enjoyed some successes in round one but unfortunately were then knocked out of the competition. The year 10 debaters were Rachel Chetwertak, Kelsey Hoy, Zac Robens, Morgan Flannery and Rachel Herron.

Year 11 debaters performed very impressively and became the zone champions. The Year 11 debaters were Stephanie Jones, Amme D’Arney, Jessica Gatt and Shannon Smith.

Stephanie Jones in year 11 represented the school in the Lions club Youth of the Year Quest and was highly commended on her speech.

Shannon Waite, a talented Year 12 Extension Two English student, was accepted into the Creative Writing course at Wollongong University before sitting for the Higher School Certificate, on the basis of her writing portfolio for Extension Two English.

Students with additional educational needs

The school has 24 students with special needs. These students receive integration support to enable them to access the full range of school programs. The school employs 3 fulltime School Learning Support Officers who work with students with special needs and Learning difficulties in classroom across all KLA’s. The Aboriginal students in Years 7-8 are also supported by a School Learning Support Officer with the In-class tuition program. There are several students on a Life Skills pattern of study for their School Certificate or HSC. Special Provisions for exams was also offered to a number of students from years 7-12 and were Board of studies approved at the School Certificate level and Higher School Certificate level. Many students were assisted through the learning assistance program to access the curriculum and were supported in class by teacher’s aides and the Support Teachers Learning assistance. ESL students were also supported by the ESL teacher and peer tutor reading. Peer Tutor Reading has continued during roll call targeting year 7 in reading programs and has enhanced student’s relationships in year 9-10 with Year 7 students in volunteering to support them and learn new skills in tutoring.

The school maintains a strong, pro-active Learning Support Team and meetings are well supported by staff.

The team which meets each fortnight and is led by the Support Teacher Learning has:

- Promoted communication between staff, parents and community agencies to ensure that students’ needs could best be met.
- Organised Year advisors handover at the beginning of the year to promote a better understanding and communication of the Year ahead for each Year advisor.
- Organised integration review meetings with students and their families, which assessed the efficiency of current programs and planned to meet the future needs of each child.
- Assisted staff to develop individualised programs for students where necessary.
- Timetabled teachers and teachers’ aides into class to assist students.
- Organised Transition programs for students with special needs and their post school options.
- Worked closely with the year 7 year advisor for 2009 to enhance transition to high school and form classes for the following year.
• Worked closely with our school Counsellors to provide support to our students and families in all areas of life and school.

Show (Agriculture)
The show team in 2008 had the most successful show season. The team decided to bring an old show heifer out of retirement. Lachlan View Vogue arrived at the start of the show season with 5 heifers and a Hereford steer. The team traveled to a number of local shows from Camden, Campbelltown, Castle Hill, Moss Vale, Hawkesbury and Berry Show. The team won Supreme exhibit at the Castle Hill Show with Vogue. She also won Senior and Grand Champion Female at Luddenham Show, Camden Show and Campbelltown Show. The students also won 3rd place with Vogue at Canberra Royal Show and 4th place at Sydney Royal Show. Lachlan View Bixie was placed 4th at Canberra Royal Show and 3rd at Sydney Royal Show. The team also won the Best Displayed Limousin cattle Team at Sydney Royal.

The team also exhibited sheep at numerous local shows. The team has been saddened by the loss of a number of sheep due to a dog attack while the sheep were away on agistment. The surviving sheep have been prepared for Castle Hill, Hawkesbury and St Ives show. The team won Supreme Exhibit with Nattai Valley Beth at Castle Hill Show and St Ives Show and Picton and Nattai Valley Clyde at Hawkesbury Show.

The students also were very successful, with 5 students qualifying for the Paraders Competition at Sydney Royal Show. The team had a great day. Duncan Kelleher Rhiannan Roth and Kory Graham winning their respective heats. Young Rhiannan then was awarded Champion handler with Kory Graham as Reserve Champion handler, Rhiannan then won the Grand Champion Handler and winning the opportunity to compete in the National Handlers Competition, which was being held at Sydney Royal Show. Rhiannan was placed 2nd in the National Paraders Competition.

The team once again participated in the University of Western Sydney, Hawkesbury Uni – school steer Challenge. The team had a great time participating. The Team won Champion Parader, and Champion Herdsman. Overall the team placed 6th from the 18 schools.

The team traveled to Wodonga for the national Limousin show and sale junior event the students participated in the learning on day one and competition on day 2. The team had a great day in the parader’s competition with Duncan Kelleher winning junior champion and Rhiannon Roth winning intermediate champion and Cassie Coombes winning senior and Grand Champion handler.

The team also traveled to Dubbo for the all breeds heifer show. The team had a great time and also mange to win some ribbons. Hayley Jones was placed first, Belinda Barnes 3rd and Lacey Kelleher 3rd in their respective age heats.

The team has been involved in the partnership program with the local Limousin studs Lachlan View, Lavender Farm and Tamalum. This has led the team to successfully joining the female herd and we are now awaiting the arrival of the Calves in 2009.

The team would like to thank the parents for there continued support of the show team and the transporting of the students, cattle and sheep to various shows. They are an outstanding support to our school and staff.

Competitions
Premiers Reading Challenge
The Premier’s Reading Challenge is a NSW Government initiative that fosters literacy in our schools. The Challenge is open to students from Kindergarten to Year 9 and was heavily promoted with our incoming Year 7 students.

A small group of students were keen to meet the Challenge of reading 20 books over the 7 month period allocated and our library held a large number of the books on the Reading List. All students kept a personal Reading Log and were awarded Merit Certificates in recognition of their achievements Students were keen and enthusiastic in taking up the Challenge and as well as improving their reading skills they found it a lot of fun.

We plan to expand the Reading Challenge into Years 8 and 9 to help develop essential reading habits as well as developing a love of reading as a leisure activity.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7
**Numeracy – NAPLAN Year 7**

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**Numeracy – NAPLAN Year 9**

**Literacy – NAPLAN Year 9**

**Progress in literacy**

This is our first year with NAPLAN (national testing) and it has yielded some important issues. Our results in literacy in the top bands are slightly below state average but show an improvement on previous school data. With our higher performing
year 7 students the focus for 2009 will be reading and spelling.

**Progress in numeracy**

The numeracy strategy this year has included a whole school approach as well as a focused effort by the Mathematics faculty to improve results. This year the mathematics faculty focussed on improvements in programming, assessment and numeracy.

The teaching programs for 7-10 Mathematics underwent a complete review to cater for the needs of all students. Time was allocated to analysing existing programs and exploring alternative approaches before developing a new approach. The new programs cater for all students to achieve stage 5 outcomes at the end of year 10. Extension activities are included throughout the year 7 and 8 programs and the year 9&10 programs include additional content to cater for students who intend to study Mathematics in year 11 and 12 at all levels. As a result the teaching and learning is more consistent across the faculty.

The assessment schedules for all courses were aligned with the whole school approach to include a wider variety of tasks that incorporated ICT, practical work, assignment work and traditional pen and paper tests. The submission rate of tasks has been more closely monitored and results on all tasks have generally indicated an increase in motivation to complete the non traditional types of tasks. This will continue to be a major focus in the coming year, closely monitored and evaluated.

Preparation for the NAPLAN tests was a key focus this year. In the lead up to the numeracy assessments, students were given preparation time in class to review their work and practice answering the types of questions that they would have to attempt in the NAPLAN tests. The results overall showed that students in year 9 had achieved very strong growth, at a rate that was higher than the state average. At a whole school level, targets for improvement were set, aligned with state targets and incorporated into each faculty management plan. Planning was also done to deliver whole school professional development in numeracy to support faculties in achieving these targets in the following year.

**School Certificate**
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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<tbody>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

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<th>Percentage of Year 9 students achieving at and above minimum standard</th>
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<tbody>
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<td>Reading</td>
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<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

The number of students identifying as Aboriginal has increased in the past few years due to the recognition of Aboriginal heritage in our curriculum, our community and our school. In 2008 we have made welcome to country a permanent feature of our assemblies and promoted aboriginal student leadership. The SRC also has several aboriginal representatives in leadership positions.

On Sorry Day the Aboriginal students viewed the Prime Ministers apology together with the principal and a full school assembly was held afterwards so the entire school could view the
momentous occasion and be part of history in the making.

Multicultural education
The school has a diverse cultural bias with 21% coming from a language background other than English representing 42 language groups. The main languages are Arabic, Farsi Italian and Chinese.

The school continues to support individual exchange programs through the community organisation Rotary hosting two students from Italy and Brazil. In addition our students travelled to Japan for an exchange program. Both events allowed the school to develop an understanding and appreciation of other cultures and gain practical language experiences.

NESB students performed well above the state average in NAPLAN and those with learning needs continued to be supported by the ESL teacher. Team teaching and as close collaboration occurs between the mainstream and ESL teacher to deliver programs to cater for ESL learners. Students are also able to attend an intensive Peer reading program to improve literacy and enhance their access to the curriculum.

The Links to Learning program has engaged the school to build links with community and post school training and educational groups to support NESB students who are at risk.

In 2009 the school plans to apply for a grant to run multicultural activities to improve students understanding of cultural difference, tolerance and acceptance.

Student Welfare
2008 saw an ongoing consolidation of a number of Student Welfare initiatives.

- Links to learning program was successfully run again for students of CALD (Culturally and Linguistically Diverse) background to facilitate their learning needs and social support.
- Vaccination programs were completed throughout the year.
- District support through the itinerant Behaviour Support Teachers were accessed for several students. 3 students were accepted into the Park Program to support their behaviour. Also an ISTB teacher was in our school regularly supporting staff and students.
- The school also continued its successful partnership with outside agencies through Traxside and Mission Australia. Mission

Australia took on a productive, student-friendly approach through Edward Feuerstein. His programs provided many support services for a large number of students drawn from Years 8 to Year 12. This program has continued to grow throughout 2008 with a long waiting list of students for 2009, showing how successful inter-agency networks can be.

- The MATE (Macarthur Alternative TAFE Education)-TAFE program was introduced to the school. A TAFE teacher takes students at school in year 10 and teaches an accredited course in workplace learning and introduces students to further education through TAFE.
- The school’s welfare team has continued to monitor, counsel and foster programs that encourage and support all students to reach their full potential in a positive and supportive environment. The welfare meetings were well supported by staff and integral to our success was the involvement of our school counsellors and Learning Support team co-ordinator. Year Advisors play a large role in supporting their year group through the learning Support team and welfare team.

Progress on 2008 targets
Target 1
Higher school certificate.
To increase the number of students achieving higher bands (4, 5, and 6) by at least 10% from 2007 results.

School certificate
To increase the number of students appearing in the higher achieving bands by 20%.

Our achievements include:
- Teachers were trained to use the Smart data and Rap package, to do item analysis and explicitly teach students the necessary skills to recognise and improve their response.
- Identified the higher achieving students and explicitly modelled language skills in high achievers classes.
- Analysed and identified from the RAP and EDOD data consistently poorly handled exam components and explicitly teach the necessary skills to improve student performance.
- While progress in achieving the 10% improvement in 2007 was uneven, with some faculties making far more improvement than others the overall improvement across all KLA’s was in the region of 5%. Clearly this needs focused school attention and focused training and development.
Target 2
A whole school culture exists that includes staff engaged in analysis of their teaching and using the Quality Teaching Project to set professional goals to improve student learning outcomes.

Our achievements include
- Implementation of new student assessment processes.
- Implementation of model for internal lesson observations to observe how Quality Teaching is being embedded across all KLA's. Head teachers devised a model for lesson observations that follows the structure of pre-lesson conference, observation, post-lesson conference and goal setting
- Collaboration about how professional goals are devised and recorded.
- Professional learning about how to write a program based on the QTP.
- Monitored each week five and eight an unsatisfactory data base and less than eighty five percent attendance and work on remediation contract.

Target 3
To improve the retention for Year 10 –Year 12 to 55%

Our achievements include
- Enhanced the transition programme for year 10-year 11 in the last three weeks of year 10.
- Enhanced the subject selection process to further meet the student needs and improve the number of students doing VET and TVET.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Self Select and Social Science.

Educational and management practice
SELF SELECT

Background
This is the first year Elizabeth Macarthur High school has run a Self Select class. Self Select is a transition strategy where students could self nominate to be part of a class that were taught using self directed learning. Students had to have an average literacy level and had to be self motivated. Staffs were trained in Blooms Taxonomy and brain theory. Programs were designed to focus students on student direction, Problematic knowledge and deep knowledge. Students participated in a challenge workshop that allowed them to look deeper into a subject of their choice and choose their own activities. It also required them to reflect on their own learning and move out of their comfort zones.

Findings and conclusions
Information on the success of this program was gathered by surveying staff, students and parents. Students overwhelmingly said they enjoyed the practical hands on activities and technology. They enjoyed the challenge day and working with Blooms taxonomy.

Parents surveys revealed that they thought the class was a positive experience and 100% of parents agreed that they would like the program to run again next year and that they would support their child’s application. The parents saw the main strength of the class was the positive competition and strong student support and self directed learning within the class.

Staff surveys commented very positively about the professional support. Suggestions for the future from staff were greater class management support as many of the self directed learning opportunities meant a greater stress on classroom management. Most staff were enthusiastic about delivering a different learning program, heavily based on technology and group work.

Future directions
Students will be working on further activities to challenge their thinking. Staff will be looking into brain theory more closely and programming units of work that follows the natural learning cycles of the brain to produce more whole brain processors within the group. More tasks using Blooms Taxonomy and Gardiners as well as Maker and Kaplan will be the future of the program.

Curriculum
Social Sciences

Background
During Term 3 2008, a detailed evaluation of the Social Sciences faculty was undertaken. The evaluation team included the Principal, HT Social Sciences, HT PE/H/PD, and an external “critical friend” – HT HSIE Moorebank High School. The three domains evaluated were Teacher Practice, Leadership, and Student Achievement.

Findings and conclusions
Information collected from student surveys, documentation analysis, lesson observations and parent surveys showed high levels of student engagement, high teacher expectations, effective classroom management and a positive classroom
A wide variety of teaching strategies, including the use of ICT, were observed. It was found that while high levels of quality teaching were observed, teaching programs did not fully reflect the elements of the Quality Teaching Program and tended to lack differentiation of teaching and learning strategies in the documentation.

Through teacher interviews and document analysis it was found that high levels of consultation within the faculty are practiced and the faculty was now ready to collaboratively develop goals. The data also revealed that the Social Sciences' process for linking reporting and assessment is transparent and best practice.

It was found through document analysis that SMART and RAP data from external examinations was used to enhance teaching strategies, establish rubrics in assessment tasks and for enhancing feedback to students. Lesson observations showed that Standards Packages were used to improve the quality of student responses in external examinations. Document analysis also found that internal assessment tasks were engaging, scaffolded and required higher order skills with clear syllabus links as well as links to the Quality Teaching Framework. Internal assessments required students to think critically with one parent commenting that "any child can apply themselves and show huge potential".

Future directions

It was recommended that the faculty rewrite the Stage 4 Geography programs, with a specific emphasis on the development of the teaching strategies using the Quality Teaching Framework in the full knowledge of the selective stream arriving in 2010. The Social Sciences faculty develop strategies for students to learn with, about and through the use of relevant ICT technologies.

It was also recommended that the faculty uses it emphasis on continuous improvement to enhance the shared sense of purpose resulting in the development of a set of faculty goals. The faculty should continue to develop the leadership capability of all of its members.

Finally, the faculty is to evaluate assessment tasks and marking criteria including the differentiation of tasks leading up to 2010. Procedures are to be established to ensure consistency with managing differentiated assessment tasks.

Professional learning

Our first school development day for 2008 was primarily focused on building on the work from last year to embed the quality teaching framework into our assessment tasks. Each faculty had to code their assessment tasks based on the Quality Teaching framework. The faculties reported back their findings to reveal that problematic knowledge will be the focus for improvement in the future.

Our second staff development day was based on the Quality teaching framework and looking at embedding dimensions into faculty programs. Staff worked in faculty groups as well as cross KLA groups to look at how problematic knowledge could be incorporated to a greater extent into programs and assessment tasks. In cross KLA groups staff looked at three lessons (one from a stage 2 class, One from stage 4 and one form stage 6). Staff was asked to code these lessons and focus on problematic knowledge.

The third staff development day was focused on creating a common format for all programs in the school so that all KLA's could show how they have embedded the Quality teaching framework and how they have taught and assessed all content dot points and outcomes.

In addition to the staff development days an executive conference was also held to work on strategic management and leadership. From the conference we designed our school values platform and realigned our school management under three main areas of Curriculum, Welfare and Administration. Each of these areas is overseen by a member of the senior executive. Regular meetings will be held to inform staff of the developments in each area and staff will have the opportunity to be involved in the running of the school.

The total school expenditure on professional learning for 2008 was $35 560. A total of forty nine teachers undertook professional learning activities.

School development 2009 – 2011

Target 1 and Target 2

- 30% of students achieving a proficient standard in literacy and numeracy in NAPLAN.
- Aboriginal students appearing in the top bands of Naplan

Strategies to achieve this target include:

Whole school literacy focus on punctuation and sentence structure

Yearly meetings with Community of schools feeder primary schools to analyse data from stage 3 to 5.

Create a community of schools literacy plan.

Students to reflect on their learning and set individual goals

Complete “even start” for Yr 7-8 students
To train teachers to use and to analyse and identify from the RAP and SMART data consistently poorly handled exam components and explicitly teach the necessary skills to improve performance

**Our success will be measured by:**

- Student Weakness and strengths published to all staff
- Literacy focus and strategy to appear in KLA management plans
- Literacy strategies reflected in assessment tasks
- Preparation for NAPLAN tests
- Improved NAPLAN results
- Numeracy is embedded into all faculty programs and faculty plans
- Exec presentation using SMART to identify areas related to individual KLA’s
- Faculty audits of numeracy skills required to be targeted

**Target 3**

To meet regional averages for student attendance.

**Strategies to achieve this target include:**

- Accessing HSLO resource
- Review SMS system
- Reward Outstanding attendance
- Implement new attendance plan with staff tracking truancy on RISC.
- Interview and support students who have less than 85% attendance.
- Data analysis on attendance pattern and lateness

Our success will be measured by meeting this target.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Justina Barnier- Principal
Kylie Hedger – Deputy Principal
Simon Suters- Head Teacher Maths
Maureen Jarvis – Head Teacher English
Alisha Thomas – Relieving Head teacher CAPA

Glen Jacobs – Head Teacher – Social Science
Mark Long – Head Teacher PDHPE
Nicolett Westerhoff – Agriculture teacher
Vicki Madeley – STLA
Pam Berrell- Careers Advisor
Marilyn Noonan – ESL teacher

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: